



Burton-Pack Elementary School

111 Garden Drive
Columbia, SC 29204

Grades	PK-5 Elementary School	
Enrollment	500 Students	
Principal	Dr. Denise Collier	803-691-5550
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Excellent*
2011	Average	Excellent
2010	Average	Excellent
2009	Average	Good
2008	Below Average	Average

* The School's 2012 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

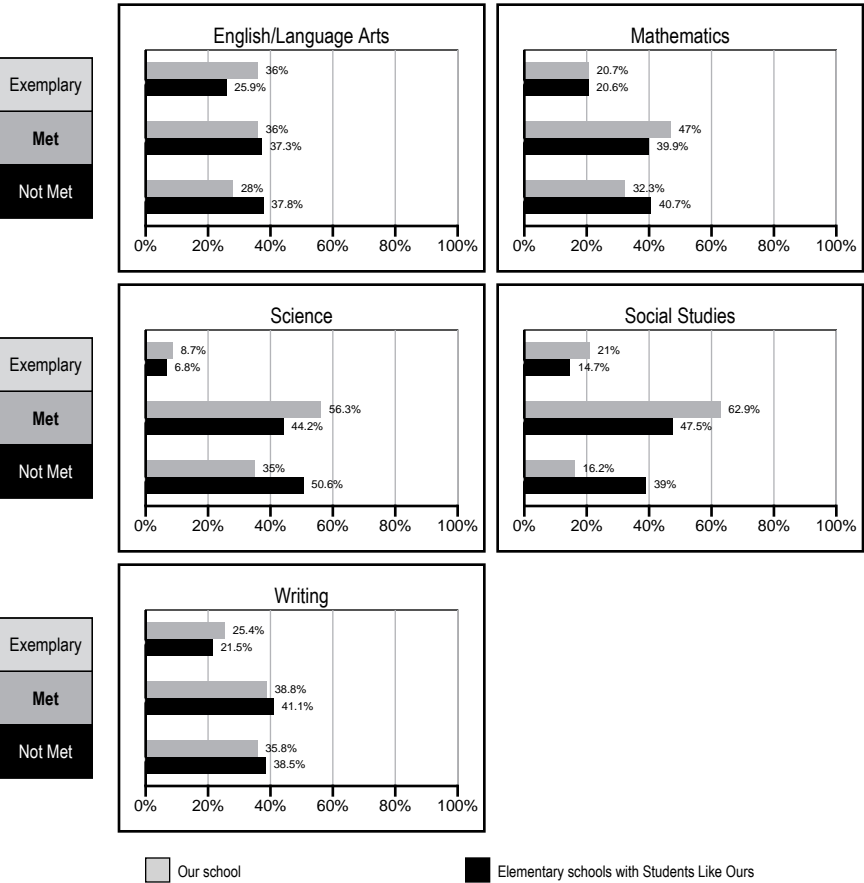
98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	63	41	16

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=500)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Down from 4.4%	1.2%	1.0%
Attendance rate	96.6%	Up from 95.1%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	75.8%	Down from 77.1%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	81.8%	Down from 84.9%	84.8%	88.7%
Teacher attendance rate	94.8%	Up from 94.7%	95.3%	95.1%
Average teacher salary*	\$47,019	Up 1.5%	\$44,712	\$47,210
Professional development days/teacher	9.5 days	Down from 13.1 days	9.4 days	10.5 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	15.9 to 1	Down from 16.7 to 1	17.9 to 1	20.0 to 1
Prime instructional time	89.2%	Up from 88.0%	90.6%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,405	Down 3.8%	\$8,399	\$7,247
Percent of expenditures for instruction**	80.1%	Up from 80.0%	66.2%	68.2%
Percent of expenditures for teacher salaries**	76.4%	Down from 77.2%	62.9%	65.7%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The mission statement of Burton-Pack Elementary School is to ensure that each student is successful in his or her academic, social, and personal growth by creating an educational environment characterized by student discovery and exploration; respect for individual and cultural differences; an atmosphere in which students can develop self-worth; and parent/community involvement and support.

To accomplish this goal, the continuous achievement of the Burton-Pack students is the focus of all staff members. There is on-going assessment of mastery of the state standards through PASS-like quizzes, district benchmarks, and weekly standards-based evaluations. There is also extensive team-teaching with instructional coaches, data analysis, and professional learning community meetings. Special celebrations and recognitions occur as our students demonstrate proficiency.

Burton-Pack Elementary School has made significant progress over the past few years. For the 2011 and 2012 school years, we earned an Excellent in the area of improvement on the school's report card and was also awarded Palmetto Gold and Silver for academic gains.

Initiatives of Burton-Pack included the After-School Tutorial Program; daily small-group instruction; Accelerated Reader; SuccessMaker; and the three-week Saturday and Writing Academy programs. The Comprehensive Remediation Program served approximately 130 students in grades 3-5 on an on-going basis. The program provided tutoring in math, reading, science, and social studies in a structured and supervised environment. The Saturday and Writing Academics provided intensive instruction to 90 students in grades 3-5 for a six week period. The focus for the Saturday interventions was writing, reading, and mathematics. Evaluations received from students and staff members reported that the program was highly effective. Parent input yielded the same positive responses. Burton-Pack also continued with the 21st Century Program which allows 120 students to receive enrichment services on Mondays and Fridays.

In addition to the academic improvements, there have been positive outcomes with the following: parents attending conferences increased to 100%; percentage of teachers having advanced degrees increased to 77.1%, 84.9% teachers returned from the previous year, and we continued to have an excellent rating for character education programs.

Gains in student achievement are expected to continue as a result of the school initiatives, district programs, and our desire to have 80% of our students meet or exceed the state standards in 2013. This is evident, for we received the following: AYP status, Palmetto Silver, Palmetto Gold and Red Carpet. We are working hard at Burton-Pack Elementary!

Ms. Lolita McMichael, SIC Chairperson
Dr. Denise Collier, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	63	31
Percent satisfied with learning environment	74.3%	82.5%	82.8%
Percent satisfied with social and physical environment	74.3%	76.2%	71.0%
Percent satisfied with school-home relations	68.6%	74.6%	93.5%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	94.3
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Burton-Pack Elementary School school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	2.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	650.8	635.8	614.3	630.3	96.8	100.0
Male	648.8	637.3	619.9	633.5	97.0	100.0
Female	653.3	633.9	605.5	626.6	96.6	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	649.6	635.6	614.2	630.1	96.8	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	650.6	635.4	613.7	629.9	96.8	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	54	98.2	22.4	36.7	40.8	77.6
	4	66	93.9	23.2	46.4	30.4	76.8
	5	54	100	20.4	51.9	27.8	79.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	67	94	30.2	18.9	50.9	69.8
	4	54	96.3	23.8	52.4	23.8	76.2
	5	69	100	23.4	42.2	34.4	76.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	54	98.2	34.7	38.8	26.5	65.3
	4	66	98.5	23.7	47.5	28.8	76.3
	5	54	100	31.5	37	31.5	68.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	67	100	41.1	41.1	17.9	58.9
	4	54	100	22.7	56.8	20.5	77.3
	5	69	100	31.3	45.3	23.4	68.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	26	100	56	28	16	44
	4	66	98.5	28.8	57.6	13.6	71.2
	5	27	100	33.3	59.3	7.4	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	34	100	N/AV	N/AV	N/AV	38.5
	4	54	100	15.9	72.7	11.4	84.1
	5	34	100	39.4	48.5	12.1	60.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	27	100	16.7	54.2	29.2	83.3
	4	66	98.5	16.9	55.9	27.1	83.1
	5	27	100	33.3	44.4	22.2	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	33	100	26.7	60	13.3	73.3
	4	54	100	6.8	70.5	22.7	93.2
	5	35	100	19.4	54.8	25.8	80.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	54	100	27.8	31.5	40.7	72.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	72	100	35.8	38.8	25.4	64.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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